

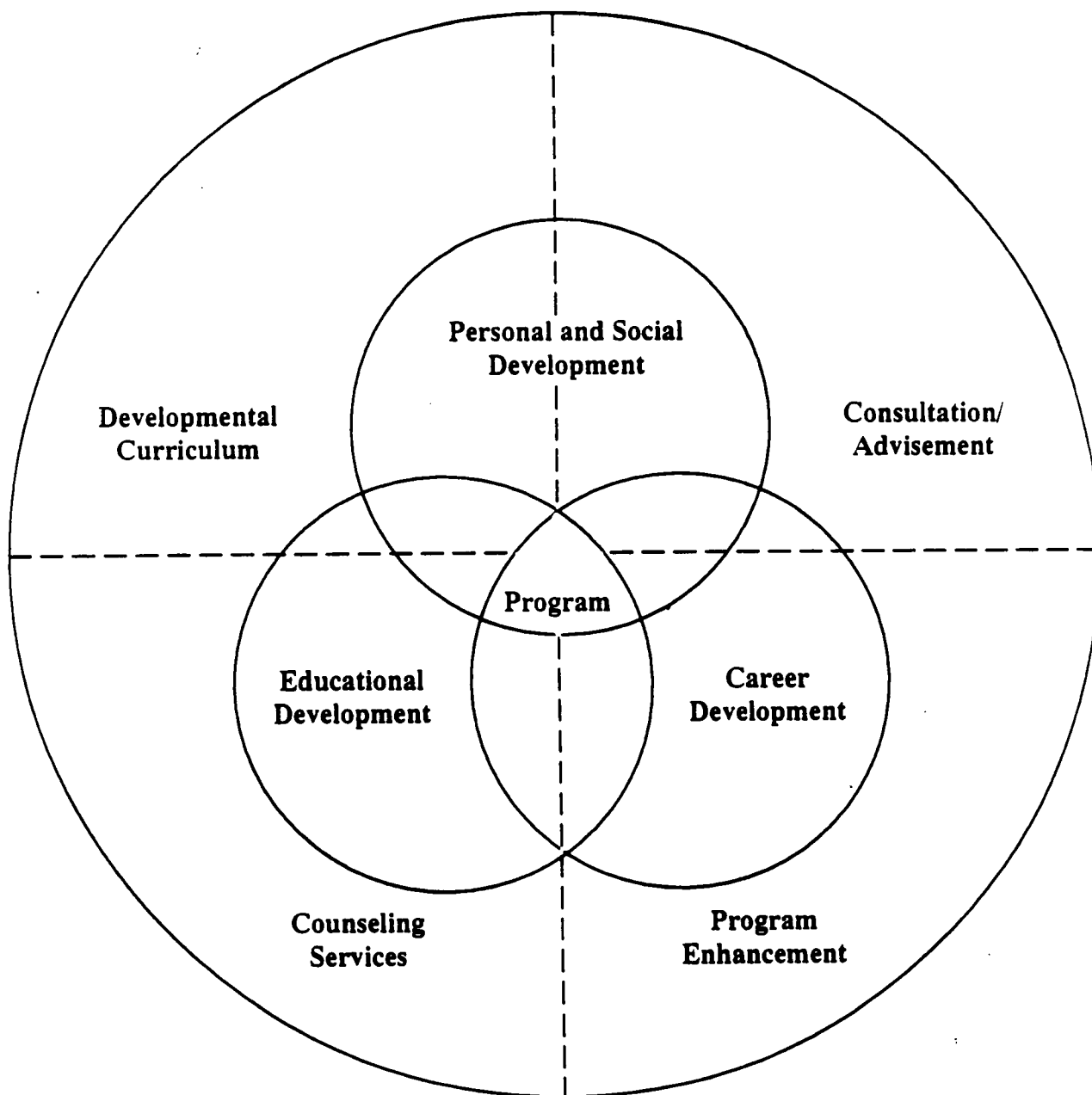
# **Section 2**

## **Program Model Components**

## *NJ School Counseling Initiative*

### 2.1 THE COMPREHENSIVE SYSTEM

The New Jersey Model is an interactive framework for the district Comprehensive School Counseling Program. This design integrates major developmental areas, program components, student competencies, and the delivery system into a dynamic interactive system. The interactive role among the major elements is shown below. The intersection is the local *Comprehensive School Counseling Program*.



**2.2 MAJOR  
DEVELOPMENTAL  
AREAS**

MAJOR DEVELOPMENTAL AREAS		
Learning	Personal/Social	Career

The Major Developmental areas relate to life/career skills necessary to succeed in the twenty-first century.

**Learning skills help students learn to learn throughout life and maximize their learning opportunities.** Skills include school adjustment, educational achievement, study skills, critical thinking, time management, technological literacy, information processing, motivation, and school success skills.

**Personal/Social skills help students learn to live with themselves and others in their many life/career roles.** Skills include decision-making, interpersonal relations, communication skills, self-awareness, understanding and appreciating people's differences, respecting individual freedom and the rights of others, conflict resolution, and consequences.

**Career skills help students learn to work in a changing society.** Skills include the world of work, job, interviewing, self-awareness, understanding and appreciation of aptitude, interests and abilities, life styles, school-job transition, work-place basics, employer expectations, leisure skills, lifelong career development.

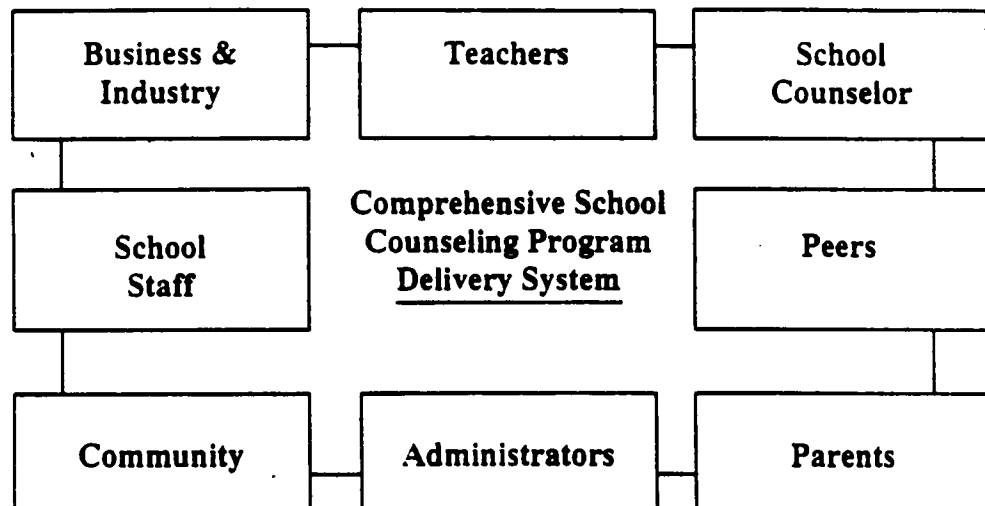
## ***NJ School Counseling Initiative***

## STUDENT COMPETENCIES

Student Competencies establish more specific goals in each of the three major developmental areas: Learning, Personal/Social, and Career. The New Jersey Model suggests a general framework for student competencies allowing for flexibility and choice in developing the program which best meets the needs of the school population and community. In view of the diversity of New Jersey's students and the communities, each district will identify more specific competencies to address student needs. Competencies often integrate all three developmental areas to assist students to successfully:

- ▶ engage in lifelong learning
- ▶ use effective interpersonal, intrapersonal and social skills
- ▶ choose and develop a productive career based on the value of work
- ▶ integrate life/career/learning roles
- ▶ develop decision-making skills

## DELIVERY SYSTEM



The NJ Model is formed around a *delivery system* which includes counselors, staff, parents, peers, business, industry and labor, and the community. This coordinated delivery system organizes the district's resources and staff to best meet student needs.

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The entire school staff shares the responsibility for the delivery of the school counseling program. Appropriate members of community agencies and business representatives also share their expertise.

School Counselors have a special role in organizing and managing the program. The School Counselor is trained and certified to help students address personal, educational and career concerns. School Counselors are the most appropriate professionals in the school to promote positive student development and assist students and staff in making adjustments to those life events which may prevent students from achieving their potential.

## NJ School Counseling Initiative

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### Program Components

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Counseling | Consultation | Curriculum | Enhancement

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#### PROGRAM COMPONENTS

The model is composed of four program components: counseling; curriculum; consultation; and enhancement. Activities can be organized under these four components to address the anticipated developmental needs of students. They also provide for those unanticipated needs and events that prevent students from reaching their potential: personal crisis, major life disappointments, educational difficulties, interpersonal problems.

COUNSELING	CONSULTING	CURRICULUM	ENHANCEMENT
<i>Services</i>	<i>Consulting System</i>	<i>K-12 Model</i>	<i>Management</i>
<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Group counseling</li> <li>• Counseling special populations</li> <li>• Coordinating multiple counseling interventions</li> </ul>	<ul style="list-style-type: none"> <li>• School Counselor</li> <li>• Teacher-Advisor</li> <li>• Parents as Partners</li> <li>• Business/Community mentors</li> <li>• Career specialist</li> <li>• College specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Scope &amp; sequence</li> <li>• Activity guides</li> <li>• Model lessons</li> <li>• Evaluation</li> <li>• Competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling team</li> <li>• Master calendar</li> <li>• Written plan</li> <li>• Legal &amp; ethical guidelines</li> <li>• Supervision</li> <li>• Professional development</li> <li>• Research/evaluation</li> </ul>
<i>Interventions</i>	<i>Student Decision-Making System</i>	<i>Learning Activities</i>	<i>Collaboration</i>
<ul style="list-style-type: none"> <li>• Developmental</li> <li>• Problem-centered</li> <li>• Crisis</li> <li>• Multicultural</li> <li>• Multimodal</li> </ul>	<ul style="list-style-type: none"> <li>• Student portfolio</li> <li>• Orientation</li> <li>• Appraisal</li> <li>• Transition steps</li> <li>• Career profile</li> <li>• Personal Developmental Plan</li> <li>• Educational Improvement Plan</li> <li>• "Social Problem Solving Model"</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Large groups</li> <li>• Classrooms</li> <li>• Parent education</li> <li>• Assemblies</li> <li>• Special population programs</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory council</li> <li>• Business/Community partnerships</li> <li>• Public relations</li> <li>• Student advocacy</li> <li>• Special populations advocacy</li> </ul>

2.3 PROGRAM  
COMPONENTS

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Program Components

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Counseling | Consultation | Curriculum | Enhancement

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Counseling

Developmental counseling is the prime focus of the School Counselor's time and skill.

Some student needs are best addressed in *individual counseling*, or with a combination of individual and group counseling. A strong School Counseling component provides both. Additionally, parents are often involved in counseling sessions to help their child achieve developmental goals.

*Group counseling* emphasizes the importance of peer relationships in student development. Students learn that they are not alone and that others share similar concerns. In the counseling group, students learn to give and receive feedback, develop an understanding of themselves and others, trust others and practice new behaviors in a safe, non-threatening environment. Group counseling provides counseling services efficiently to all students.

The counseling focus moves along a continuum based on the student's needs and the goals of the counseling process.

*Developmental Counseling* assists students to develop self-understanding, practice coping strategies, clarify issues, or explore alternatives common to their 'developmental stage' and age. In the New Jersey model, the developmental focus is preventative by design and reduces the need for crisis or problem centered services later. The developmental focus addresses the needs of 100% of the students.

*Problem Centered Counseling* helps students who are experiencing difficulties which impede their progress in school. Students may find counseling groups a safe place to address shared problems such as divorce, college pressure, or school adjustment. The problem centered focus addresses the needs of 40% of the students; however, unique needs of the district or community may expand the at-risk population served to 100%.

**School Counseling  
'Issues'**

*Crisis Counseling* responds to students who need immediate, short term help to deal with events which block the educational process, such as the death of a family member or classmate, or substance abuse. Events perceived as immediate and emotionally upsetting may require multiple counseling interventions. Crisis counseling reaches approximately ten to twenty-five percent of the students. An unforeseen event may, however, affect all of the students in a school.

Students bring a variety of concerns and issues to the counseling relationship. Unsatisfactory progress reports, playground fights, chronic absence or failed tests may be symptomatic of larger needs.

Counselors utilize these presenting problems as springboards to help students explore educational, career, and personal goals. The students' presenting problem offers a unique self-initiated opportunity to begin to achieve new insights toward developmental competence through counseling.

Counseling responds to similar needs at all levels K-12 (elementary, middle, and high school). Representative areas identified by the American School Counselor Association are:

*Coping with family problems* includes divorce, single parent homes; death, loss, grief; parental job loss; alcohol or other drug use; physical, emotional, or sexual abuse; poverty, homelessness; change of residence/school; incarceration or other legal problems; and both parents working.

*Dealing effectively in interpersonal situations* includes communication skills; coping with peer pressure; accepting responsibility for actions; respecting the rights of others; understanding and accepting individual differences; and getting along with others.

*Becoming an effective and responsible learner* includes attitudes about school as they relate to academic competition, academic failure, school phobia and adjustment, individual learning styles; responsible school behavior; and conflicts with teachers.

*Addressing personal adjustment problems* includes stress management; depression; suicide; eating disorders; addictions; and health problems.

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### **Career Counseling & Development**

Career counseling addresses students' needs affecting their simultaneous life's roles (student, family member, worker, friend, future parent and citizen) and their career identity which are constantly in flux in society. Students may be viewed as an eco-system in which all parts of their lives (school, home, family, workplace, community) interact and affect their multiple roles. Life career planning is a continuous process across their life span.

### **Individual Planning**

The New Jersey Model integrates the component *individual planning* into all of the Program Components. The Model assumes that all program components work toward the goal that students gradually assume responsibility for their personal, social, educational and career goals and plans.

### **Career Developmental Guidelines**

The New Jersey Model incorporates the National Career Development Guidelines established by the National Occupational Information Coordinating Committee (NOICC). These guidelines provide competency-based outcomes from elementary school through adult education. The Guidelines emphasize career development in three competency areas: (1) Self-Knowledge; (2) Educational and Occupational Exploration; and (3) Career Planning. The National Career Development competencies areas naturally fit the New Jersey Model's developmental areas. Their emphasis on career counseling and exploration at all developmental stages is consistent with the assumptions of the New Jersey Model.

The Career Developmental Guidelines may be obtained by contacting the Committee directly or through future training conducted by the New Jersey Guidance and Counseling Initiative.

### **Referral**

The School Counselor links the counseling process between school and referral sources, and the home and family. The counselor acts as an advocate for the student and family, assisting them with referrals for counseling and support services. Referrals are coordinated in the school with the Core Team and Child Study Team, the Student Assistance Program, and their umbrella group, the School Resource Committee. In the community, juvenile centers, mental health agencies, treatment and rehabilitation programs, hotlines, and parent support groups are part of the referral network.

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### **Program Components**

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**Counseling | Consultation | Curriculum | Enhancement**

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#### **Consultation**

Consultation with teachers, parents, business and community groups helps School Counselors help students and enhance the total school environment. Through consulting, students benefit from knowledge, information and skills of others. Creative approaches to the consultation process include mentoring, role modeling, in service training, coaching, parent education, individual planning systems, and teacher-advisor programs.

#### **Counselors and Teachers**

Counselors provide support for teachers, administrators, and others who are all charged with helping students achieve success in school. Through the counselors' modeling of and expertise in communication skills, group dynamics, and developmental skills, they assist staff on such issues as classroom management; learning styles; changes in student behavior; curriculum resources; transition between schools; and the impact of social, economic, and cultural problems individual learning.

Many traditional guidance activities support the consultation component, and can be integrated into the comprehensive program. The School Counselor also provides consultation by:

- ▶ developing counseling curriculum activity plans
- ▶ conducting inservice or professional programs on developmental counseling
- ▶ facilitating transitions from school to school, grade to grade, and school to work
- ▶ making guidance and counseling presentations at P.T.A. or Board of Education meetings
- ▶ coordinating systematic teacher advisor programs
- ▶ training peer leaders or peer helpers

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- ▶ training support staff (secretaries, custodians, bus drivers) in human relations skills
- ▶ planning educational strategies to work more effectively with individual students
- ▶ coordinating student portfolios and planning systems
- ▶ team-teaching classroom guidance meetings and lessons
- ▶ interpreting test results to parents, students, and teachers
- ▶ recommending enhancements to curricula and school programs

### **Parents**

Consultation with the entire family demonstrates that the student is part of a larger family system. Consultation may range from academic and career information to parenting or communication skills.

The emphasis upon the value of parent education and consultation by elementary school counselors has created an upward spiral to all levels of education. Involvement with parents requires a flexible schedule. Societal changes, such as the two income family, shift work, single parents, and extended commutation, push the student's and family's needs for consultation into non-traditional school hours.

Outreach activities provide opportunities to build relationships with families. Consultation goals are achieved through parent newsletters; parenting education workshops; college nights; and evening programs on issues such as substance abuse, stress, coping with divorce, and academic pressure.

### **Peer Facilitators**

The extraordinary power of positive peer influence assists students in making healthy, informed decisions. Peer helpers can be effective in peer tutoring, buddy programs, school orientation, welcoming transfer students, peer group discussions, and hotlines. Peer leaders need training and supervision in listening, communication, referral, and group leadership skills to help others effectively.

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<b>Student Decision-Making System</b>	The Student Advising System provides ongoing systematic consulting for all students to help them assume increasing responsibility K-12 for their own educational, personal, and career development through their daily choices and long-range decisions.
<b>Student Portfolio</b>	The Student Portfolio records each student's plans and progress toward goals. It assures continuity of advisement from the many consultants who assist the student from kindergarten to twelfth grade.
<b>Decision-making Model</b>	The Student Decision-Making System is the school-wide decision process introduced in the elementary years (e.g., Social Problem Solving Model) and integrated into all educational, personal, social, and career choices. It is taught through the curriculum component and practiced in the counseling, consulting, and program enhancement components.
<b>Transitional Activities</b>	Teachers, counselors, and administrators advise small groups of students on a daily basis and assist students in transitional activities from one educational program to another, one school to the next, or from school to work and college. Orientation, moving up programs, placement, and followup provide structure as they pass developmental milestones.
<b>Community &amp; Business Partnerships</b>	<p>Community and business consultants help students understand the multiple roles they fulfill (student, family member, citizen, future parent, and worker). Business/community partnerships advise students about the world outside the school through community speakers, school advisory boards, tutors, school adoptions, grandparent volunteers, career days, shadowing, and business mentors. They promote individual student competence in decision-making, conflict resolution, accepting cultural diversity, interpersonal skills, career awareness, and the world of work.</p> <p>Business and civic groups like McDonald Restaurants and the Kiwanis Clubs have joined schools to establish elementary counseling and prevention centers. The New Jersey career counseling center concept promotes linkages with school, community, and business to guide students.</p>
<b>Referral sources</b>	Assisting students and families in their selection of appropriate services is a part of both the counseling and consultation processes. Ongoing consultation with agencies, hotlines, rehabilitation programs, support groups, and hospitals assures that referral sources are informed about student needs and are available to help. Time is allocated to provide coordination and follow-up with referral sources to ensure that effective services are being provided.

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Program Components

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Counseling | Consultation | Curriculum | Enhancement

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**Developmental  
Counseling Curriculum**

The Counseling Curriculum provides a developmentally based sequence of competencies. Students work toward the competencies through planned counseling and learning activities. These activities are delivered by many persons in the school and community in a variety of settings appropriate to the goal, rather than in a specific class or time.

The curriculum grounded in developmental theory. Students pass through sequential developmental stages vital to their educational, personal, and career maturation. At each stage, learning and development must occur to insure the optimal achievement of each student. Students need to learn about the multiple roles they play (student, friend, worker, citizen, future parent) and their place as part of the larger ecosystem (self, home, school, family, team, community, society). Students need skills to achieve success as these important factors interplay and impact on their life.

Planned curriculum activities, as opposed to reactive events, are structured developmental experiences, presented systematically in small and large groups and classes. These activities correspond to the developmental needs of students, fostering such competence as self-understanding, goal setting, effective relationships and communication skills, problem solving, decision making, conflict resolution skills, study skills, positive attitudes about school, career awareness and the world of work, substance abuse prevention, understanding and acceptance of differences in people (racial, gender-based, cultural, religious, physical), and divorce.

Developmental knowledge and skills can be broadly divided into three areas:

- ▶ Learning to live
- ▶ Learning to learn
- ▶ Learning to earn

Each district develops student competencies that correspond to the priorities in student needs. Sample formats for goals follow this section.

## **SAMPLE CURRICULUM IN THE THREE DEVELOPMENTAL AREAS**

### **LEARNING TO LIVE (personal-social skills)**

**Focus:** Becoming aware of who I am and how to interact effectively with others.

- ▶ becoming aware of self and others
- ▶ accepting responsibility for choices
- ▶ understanding the effects of communications on relationships with others and learning to effectively communicate
- ▶ developing positive family relations, a positive sense of family, and a broader understanding of what family means in the contemporary context
- ▶ appreciating ways in which global interdependence and diversity of people and cultures impact on our lives

### **LEARNING TO LEARN (educational skills)**

**Focus:** Achieving school successes, aspiring to the highest level of student achievement, and learning skills for life-long learning.

- ▶ applying decision making, problem solving, goal setting skills dealing with change in one's life
- ▶ organizing and managing information, time and study skills
- ▶ identifying and maximizing one's own learning style
- ▶ appreciating various types of education along the life span
- ▶ participating in school, community, and leisure activities
- ▶ understanding the role of parenting and family life education
- ▶ preserving and enhancing the global community

### **LEARNING TO EARN (career development skills)**

**Focus:** Becoming aware of life/career choices, planning for work after school, reaching life/career potential to become a satisfied worker and earn a satisfying living throughout life

- ▶ prepare for careers in the twenty-first century
- ▶ understanding changing needs in the workforce
- ▶ applying technological and information acquisition skills
- ▶ appreciate working cooperatively toward a common goal with diverse co-workers
- ▶ making successful transitions from job to job

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### **SAMPLE CURRICULUM GOALS**

#### **OHIO**

##### *Personal-Social Goals*

- Gaining self-awareness
- Developing positive attitudes
- Making healthy choices
- Respecting others
- Gaining responsibility
- Developing relationship skills
- Resolving conflicts
- Making effective decisions

##### *Educational Goals*

- Applying effective study skills
- Setting goals
- Learning effectively
- Gaining test-taking skills

##### *Career Goals*

- Forming a career identity
- Planning for the future
- Combatting career stereotyping
- Analyzing skills and interests

#### **CONNECTICUT**

- 1) Understanding the school environment
- 2) Understanding self and others
- 3) Developing decision-making and problem-solving skills
- 4) Developing interpersonal and communication skills
- 5) Developing moral and ethical values
- 6) Developing school success skills
- 7) Developing career awareness and education plans
- 8) Developing a sense of community

#### **NEW HAMPSHIRE**

- Self-understanding
- Global and social understanding
- Intellectual development
- School world understanding
- Personal economics
- Task skills and marketability
- Work world understanding
- Leisure time
- Life roles planning
- Decision-making

#### **INDIANA**

##### *Learning to Live*

- Understanding and appreciating self
- Understanding and appreciating others
- Understanding and appreciating home and family
- Developing a sense of community
- Making decisions, setting goals and taking action
- Understanding safety and survival

##### *Learning to Learn*

- Understanding relationships between personal qualities and school
- Understanding factors which affect school achievement
- Making decisions, setting goals and taking action
- Understanding interactions between home/family and school
- Understanding interactions between school and community

##### *Learning to Work*

- Understanding the relationship between personal qualities and work
- Making decisions, setting goals and taking action
- Exploring careers
- Learning how to use leisure time
- Learning to work together
- Understanding how community awareness relates to work

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Program Components

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Counseling | Consultation | Curriculum | Enhancement

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ENHANCEMENT

Counselors are engaged in leadership activities which organize, manage, and promote the comprehensive School Counseling program in the context of the school environment. The counselor plays a pivotal role in enhancing both the School Counseling program, and the school system as a whole.

Their unique position allows School Counselors to view the school and the community as an ecosystem and to be visible. Their clinical skills and knowledge may be used to help the school, its staff, and curriculum, become more sensitive to those aspects of learning and development most associated with life success. Enhancement activities include collaboration, management, professional development and advocacy, and public relations programs.

Collaboration

Collaboration activities are those designed to bring the counselor, school and community together for the betterment of the student and to make the counseling environment a positive one. The School Counselor plays a vital part in getting systems to work together on activities which advance student development. These interdependent activities may include parenting programs; counselor newsletters; staff development meetings; peer leadership programs; advisory committees; community organization and interagency meetings. Business-school partnerships and New Jersey career counseling centers offer models for collaboration.

Management

The management of the School Counseling Program is coordinated by School Counselors, but is shared by the entire staff. The Counseling Team conducts management activities that establish, maintain, evaluate, and refine the Program. These activities include: planning and organizing tasks; evaluation, follow-up and program revision activities; collaborating with teachers about program operation; conducting needs assessments; and promoting program awareness and student goals.

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<b>Supervision</b>	Counseling is a specialized professional field, and School Counselors must be supervised in a manner consistent with established professional standards for the field. The evaluation of the School Counselor's performance must be conducted by a certified and professionally trained Counselor supervisor, in conjunction with the building administrator. Instruments appropriate to the role and performance enhancement of School Counselors should be employed as part of the evaluation process.
<b>Professional Development</b>	A strong professional development program assures the quality of the comprehensive School Counseling program, as well as the professional knowledge and expertise of Counselors. The professional development program includes: regular inservice training, professional meetings, graduate course work, professional counseling association programs, counselor networking, a library of current literature, and training sponsored by the New Jersey Model. Counselors should be encouraged by their school administrator to achieve national counseling certifications.
<b>Student Advocacy</b>	The School Counselor's role as a change agent helps students, teachers, and the community take responsibility to improve the school environment. It is the counselor's professional responsibility and ethical mandate to advocate on behalf of students. Advocacy can take the form of representing the student in a conflict situation or seeking assistance from a community agency. Advocacy may also mean informing students that their action is wrong or inappropriate. Advocacy should always be in the <i>best interests of the student</i> .
<b>Advocacy for Special Populations</b>	New students, especially students with limited or no English proficiency and students with diverse backgrounds, need special advocacy initiatives before they can begin to benefit from the developmental program. Bilingual counselors, immersion programs, guidance materials translated into languages and dialects, diversity training teachers, and community outreach programs are vital if these students are to feel they are a part of the educational process.
<b>Public Relations</b>	A systematic public relations and awareness program ensures that communication channels are open and working. The school counseling program requires the awareness, understanding, and acceptance of the program by all concerned. Regular newsletters, forums, information sessions, and opportunities for orientation to the school counseling goals and activities must be included at every stage of the transition and implementation process.

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